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ABSTRACT

Designed to be used as a part of social studies, history, or language arts programs in grades 5-9, this teacher's guide gives background information, lesson plans, and suggested additional activities for teaching about the life of George Washington. The six activities are meant to be used in a sequence as a unit but they can be easily adapted for use in many classroom situations. The units center around the following themes: (1) George Washington's occupational experiences, (2) his personal and public life, (3) his early life in preparation for the presidency, and (4) the geographical background of his life. Activities 5 and 6 include quizzes to summarize and reinforce information gained in activities 1-4. Following the activities are 15 illustrations providing additional information about interesting and little known events in the life of George Washington. The final section provides samples of activity sheets to accompany the units. (LH)

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George Washington

THE LIFE & LEGEND

INTRODUCTION

Everybody knows *something* about George Washington. It is nearly impossible for most Americans to think about the Revolution, the Constitution, or the Presidency without thinking of Washington, so closely is he connected with the founding of our Nation. Yet, George Washington remains a two-dimensional figure for most modern Americans. Some facts about Washington are widely known, but the most famous incidents from his life are of doubtful accuracy: the cherry tree incident, or his throwing a dollar across the Rappahannock, for example. The more humane, more factual aspects of his life have been lost for most of us in the grandeur of his historical position as Father of Our Country, First President, and Hero of the Revolution.

Students normally encounter George Washington first during primary school Washington's Birthday celebrations, in which the legendary aspects are foremost. Later, when they study history, the more vocal or activist of the founding fathers (Patrick Henry, Samuel Adams, Benjamin Franklin) tend to stand out, while Washington remains a majestic but somewhat mysterious figure, in the background despite his enormous contributions.

Your students may be surprised to learn, as they will through these activities, of the diversity of Washington's experience, the strength of his character, and the breadth of his talents. Because many adults also have unfortunate misconceptions about Washington, several of these activities require students to share their learning with their families at home. In helping students complete the program you will be adding important and interesting detail to their impression of perhaps the most significant and complex figure in American history.

George Washington: the Life and the Legend may be successfully used as a part of social studies, history, or language arts programs in grades five through nine. The six activities are meant to be used in sequence as a unit, but they can easily be adapted for use in many classroom situations. This teacher's guide gives you background information, lesson plans, and suggested additional activities.

OBJECTIVES OF THE PROGRAM

- To develop reading and thinking skills through activities focusing on the life of George Washington.
- To instill in students an appreciation for good citizenship.
- To create in students' minds a realistic and sympathetic impression of our first President.
- To familiarize students with some of the lesser known facts about Washington's life.
- To lead students to think correctly of Washington as a well-rounded individual of wide and various experience.
- To encourage students to compare Washington's early experiences with his ability to perform with distinction in the difficult role of leader of a brand new Nation.
- To encourage students to go beyond the material in the program and search out more information about Washington and Colonial America.
- To allow students to share their knowledge of George Washington with their families and friends.
- To help students learn the difference between historical fact and legend.

USING THE WALL CHART

The enclosed wall charts contain fifteen paintings of interesting and little-known events in the life of George Washington. These paintings are the work of American artist Walter Haskell Hinton, a lifelong admirer of the Father of Our Country. They were commissioned by Washington National Insurance Company and completed over a period of several years. The originals hang in the Company's gallery in Evanston, Illinois.

There are a number of ways you may choose to use these wall charts in your classroom as a supplement to this activity unit. Here are some suggestions:

- The panel containing a brief narrative of Washington's life can serve as a reference for several of the activities.
- The wall charts can be cut apart into separate sheets which you can circulate among your students as you proceed through the unit.
- Students might wish to do further research into some of the more interesting events portrayed on the charts.
- If you have students who enjoy drawing or painting, ask them to try their own versions of some of the important events from Washington's life.

USING THE ACTIVITY MASTERS

Each of the six Activity Masters will produce up to 200 clean, clear copies of the activity sheet using a standard spirit-duplicating machine. Answers printed in red on an Activity Master are for your use and will not appear on student copies. Activity Masters are reusable year after year, so be sure to keep them in this folder for future use.

ACTIVITY 1/A MAN OF EXPERIENCE

Objectives:

To show the variety of George Washington's occupational experiences.

To inform students about several Colonial-era occupations and portray something of the environment of Colonial times.

To develop vocabulary skills through matching terms and definitions and thinking skills through identifying types of occupations.

About the Activity:

In this activity, students will first have to associate several job titles with the duties of each job. Then students will match incidents from Washington's life with the job titles to complete a detailed list of the occupational experiences of our first President.

Before you hand out Activity 1, ask your students what they know already about Washington's occupations. They will certainly know of his military experience, and some may mention "politician" or "President." Older students may know that Washington was a surveyor, but some may not know exactly what that means. Straightening out these few widely known details berore you hand out the activity will ensure that all students will be able to answer several of the items immediately. The confidence they will gain from knowing these answers will encourage them to try the harder questions.

Because several of the job titles are no longer in use, students might look up their definitions in a dictionary or encyclopedia. They can then relate the definitions they find to those given on the activity sheet.

Additional Activities:

1. Which of Washington's occupations are still reasonable goals for modern young people? Some students might do research into these careers, the qualifications and training needed for them, the types of duties involved, the working conditions, and so forth.
2. Identify the jobs that are not needed today or which no longer exist as jobs for pay. Students who are interested in history could do research into other Colonial-era jobs which have disappeared over time.
3. Discuss the difference between *vocations* and *avocations*. Encourage students to speculate about Washington's avocations in preparation for Activity 2, which will inform them about some of his hobbies and leisure-time activities.

ACTIVITY 2/A MAN OF MANY TALENTS

Objectives:

To present some interesting details about Washington's personal and public life and help students "flesh out" their impression of George Washington the man.

To develop thinking skills through testing the probability of some statements about Washington's life.

About the Activity:

This activity consists of a series of statements about the life and character of Washington. Students are to indicate which of the statements seem "in character" for Washington as they know him and which seem to be inaccurate or "out of character." Students will not know until the end of the activity that *all* the statements are true or describe events that actually happened.

Students may work individually or in groups to evaluate the statements and guess as to their validity.

When students have completed their work, be sure they know that *all* the statements are in fact accurate, and that they go together to make up the complex character of George Washington the man.

Stress that Washington was a product of his times. Playing billiards, betting at cards, and going to horse races, for example, were then completely acceptable amusements for a man of Washington's social position.

The final part of the activity allows students to share their learning with their families. Dedicate a few minutes of class time to a discussion of their results.

Additional Activities:

1. Challenge students to discover their own lists of previously unknown (to them) facts from Washington's life.
2. In discussing Washington's character you might wish to share with your students these words of Thomas Jefferson's, written in 1814:

"He was incapable of fear, meeting personal dangers with the calmest unconcern. Perhaps the strongest feature in his character was prudence, never acting until every...consideration, was maturely weighed; refraining if he saw a doubt, but, when once decided, going through with his purpose, whatever obstacles opposed. His integrity was most pure, his justice the most inflexible I have ever known... Washington's was the singular destiny and merit, of leading the armies of his country successfully through an arduous war for the establishment of its independence; of conducting its councils through the birth of a government, new in its forms and principles, until it had settled down into a quiet orderly train; and of scrupulously obeying the law through the whole of his career..."

3. Initiate a class discussion on the topic "What Is a Hero?" Ask students to identify their heroes through written compositions, scrapbooks, displays, or other presentations to the class.
4. Another productive discussion might deal with this question: What was Colonial American life like, and how did it differ from life today? Areas for consideration might include economy, government, transportation, religion, communication, population, and education.

ACTIVITY 3/THE RIGHT MAN FOR THE JOB

Objectives:

To consider how Washington's early life prepared him to be President during the founding of our Nation.

To develop thinking skills through organizing, comparing, and evaluating information for a specific purpose.

To develop reading and writing skills through reading and completing an application form.

About the Activity:

It is important for students to understand the importance of Washington's experience and character in preparing him for the Presidency. This activity requires students to think carefully about what they have learned and about the qualifications necessary for the job of President, and to attempt to put the two together.

Students will fill out an application for the job of President on behalf of George Washington. They will have to imagine themselves as Washington, with all his experience and character traits, and complete the application accordingly.

For the section of the application requesting job experience, students should recall Activity 1. Be sure to stress only those types of experience which might be useful for a President to have. The second question aids this process by requiring students to be specific about relating Washington's experience to Presidential training.

Activity 2 will be helpful in answering the third question, which asks for additional items which will help qualify the applicant to be President.

Help your students understand that although this activity may seem trivial or whimsical, an important point is being made: without his background and personality, Washington may have been ill-equipped to lead our Nation through its first important years.

The activity ends with a discussion question that students must prepare for by taking their activity sheets home. Be sure to allow time for students to discuss their answers in class.

Additional Activities:

1. This activity can easily be adapted as an essay assignment. Language arts lessons about organizing and writing paragraphs could easily be coordinated with this activity, and the results could be graded according to your own criteria.
2. Students might make up applications of other famous people for the jobs or positions they held, based on research into the early life and experience of each. (Francis Scott Key's application for national-anthem writer, for example, or Benjamin Franklin's application for ambassador to France.)

ACTIVITY 4/WASHINGTON'S AMERICA

Objectives:

To acquaint students with the geographical background of George Washington's life.

To develop thinking skills through map reading.

About the Activity:

Activity 4 consists of an outline map of part of Colonial America, a list of place names, and a list of important events in the life of George Washington. Students match

the place names with numbered locations on the map, and then match the events of Washington's life with the appropriate place names.

Some of the items are quite simple and should be easily answered by all students (the location of New York City for instance). For other items students should consult a reliable encyclopedia or atlas.

Once the places on the map are identified, students should be able to connect some of the events from Washington's life with their locations without further research (Valley Forge and Yorktown, for instance). A good comprehensive encyclopedia article will give sufficient information to identify the others.

Students should enjoy preparing for and discussing the last part of the activity. Their lists might be posted in the classroom or illustrated for extra credit.

Additional Activities:

1. Information given on the outline map is limited to names of colonies. Students should be encouraged to supply locations and names of other significant places in the history of the colonies or the Revolutionary War.
2. Some students might enjoy producing an enlarged version of the map which includes additional locations from Washington's life, as researched in biographies and articles.

ACTIVITY 5/A QUIZ FOR AMERICANS/PART 1

Objectives:

To summarize and reinforce the knowledge gained in Activities 1-4.

To encourage friendly discussion in students' homes concerning the life of Washington.

About the Activity:

Activity 5 is a 20-item objective quiz over the material covered in Activities 1-4. There are a number of ways this activity can be used in your classroom.

You may administer the activity as a regular quiz, or you may have students search through Activities 1-4 looking for the answers and writing them down when located.

When students have found the correct answers (or when you have corrected their quizzes), students should take the activity sheet home to share with their families. Help them plan how to discuss the quiz at home. Students might enjoy working together with their families to think up additional questions about Washington's life for use back in the classroom. Or, family members can help students study for any testing you might do by reviewing and discussing the facts in this unit.

As students share their knowledge with the other members of their families, they are not likely to forget what they have learned about George Washington.

Additional Activities:

1. Have students—with their families—list items in their homes that might also have been in Colonial homes and then items Washington would never have seen. Discuss how these last items have changed family life since Colonial times.
2. Have students discuss Washington's role as military commander during the Revolution. Point out the importance of his character in keeping the army together, motivating his men to do their best, and overcoming the opposition of the Congress.
3. Because Washington was our first President, he was breaking new ground. Discuss with students the decisions Washington made as President that laid the groundwork for the Presidency of the future. What actions, policies, and precedent-setting decisions of his have determined the nature of the Presidency today?

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ACTIVITY 6/A QUIZ FOR AMERICANS/PART 2

Objectives:

To add further important details to students' knowledge of the life of George Washington.

To have students do research into some questions not covered in the previous activities (which stress occupational, personal, and geographical questions).

To continue the involvement of the students' families in the process of learning about George Washington.

About the Activity:

Activity 6 (Part 2 of the quiz) consists of a list of 20 questions about the life of George Washington. All the questions can be answered in a few words, but none of them were specifically dealt with in Activities 1-4.

Students will therefore have to look up the answers to these questions in a reliable reference book or biography of Washington. For suggestions, see "For More Information."

Looking up the answers to all the questions might be excessively time-consuming for some students, so you may want to have groups work on small sets of questions, or assign each student to answer only a question or two and report to the class.

Activity 6 should also be extended into students' homes. After students have looked up the answers in class, they can take the activity sheets home to discuss them with their families. If you plan to test students over this material, encourage them to study at home with the help of parents, brothers, or sisters. In this way the important lessons of this unit will be reinforced and shared with your students' families.

Additional Activities:

1. Again, students could challenge each other by asking questions that have to be answered by digging into the available biographical material.
2. Your more ambitious students might be interested in working on a library research paper on some aspect of George Washington's life suggested by their search for the answers to the questions in Activity 6.

For More Information:

This list includes books likely to be found in a school library, several of them emphasizing the historical and social context of Washington's life.

Andrist, Ralph K. *George Washington; A Biography in his Own Words.* Harper & Row, 1972.

Callahan, North. *George Washington: Soldier and Man.* Morrow, 1972.

Cunliffe, Marcus. *George Washington, Man and Monument.* Little, Brown, 1958.

Davis, Burke. *George Washington and the American Revolution.* Random House, 1975.

Freeman, Douglas Southall. *George Washington.* Vols. I-VI, J. A. Carrol and M. W. Ashworth, Vol. VII. Scribner's, 1948-1957.

Ketchum, Richard M. *The World of George Washington.* American Heritage, 1974.

Weems, Mason L. *The Life of George Washington.* Marcus Cunliffe, ed. Harper, 1962.

Winner, 1980 "George Washington Honor Medal Award" from the Freedoms Foundation at Valley Forge.

Educational Consultant: Roger LaRaus, Ph.D.

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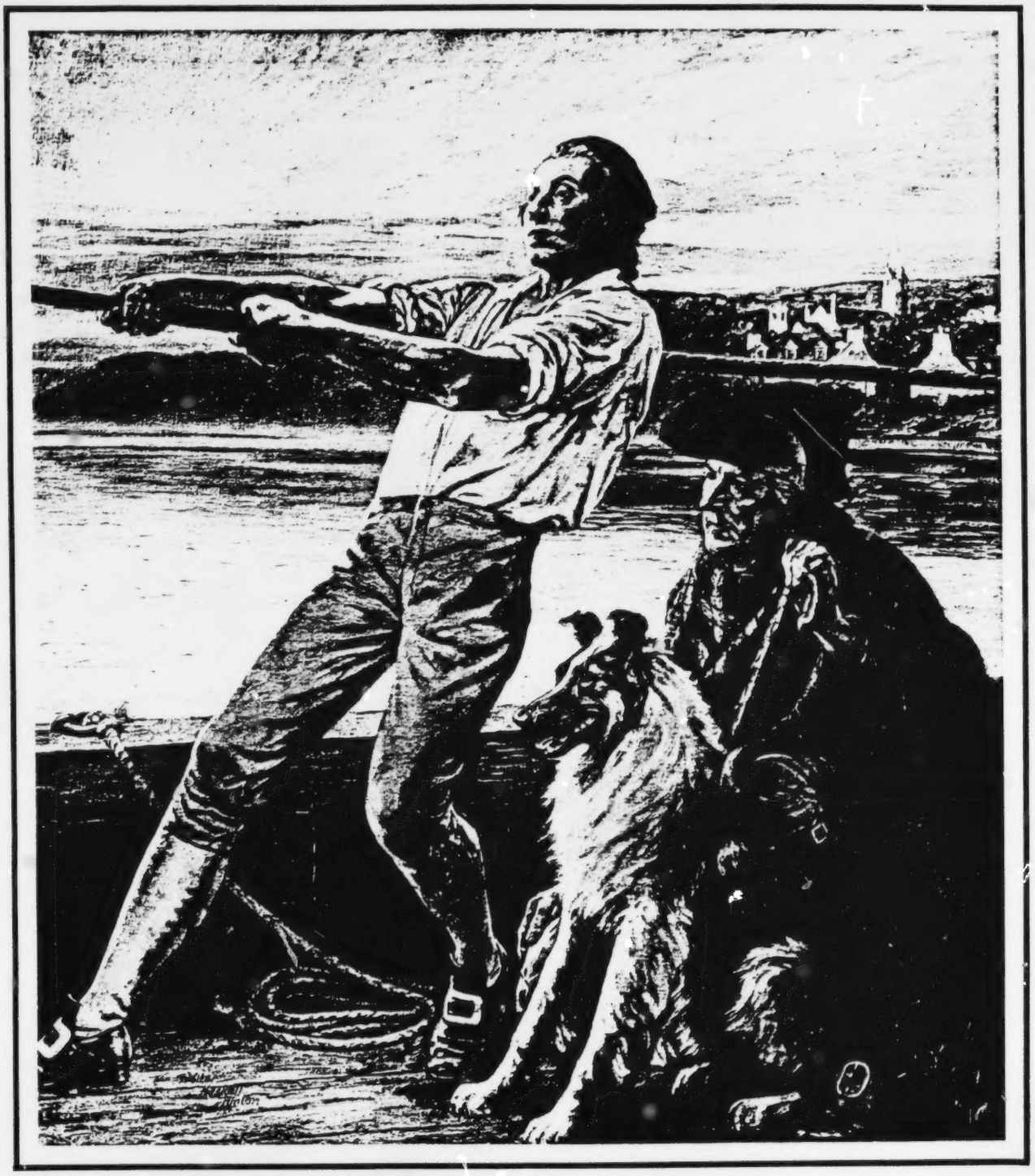
The man destined to become the "Father of Our Country" was born in Westmoreland County, Virginia, on February 22, 1732, and spent much of his youth at the Ferry Farm on the Rappahannock River near Fredericksburg, Virginia, where he led an active boyhood, excelling in athletics and knowledge of the outdoors. His education was largely the practical kind, received primarily from outdoorsmen and from his own initiative. Although only a modest formal education was made available to him, he never failed to learn from his reading and from his experiences. ★ Washington displayed some skill in mathematics and geometry, and this ability led him to take up surveying as his first occupation. In 1748, George was a member of a surveying team sent into the Shenandoah Valley by Lord Fairfax to plot his lands. A year later, Washington was appointed the official surveyor of Culpeper County. ★ Washington obtained a commission in the Virginia militia, and in 1753 the British governor of the colony had an important mission for him. Washington was to carry a message to the French commander at Ft. Le Boeuf near Lake Erie, and he did so, successfully, under difficult circumstances. ★ Because of this success, Washington was sent in 1754 at the head of a regiment of Virginia militiamen into the Ohio Valley, the scene of trouble between the British and the French. Although George held the rank of lieutenant colonel, he was not an experienced military man. He made several serious mistakes and resigned his commission within six months. ★ When General Edward Braddock arrived in Virginia and prepared for a march on Ft. Duquesne, he needed someone with intimate knowledge of the Ohio country. Washington offered his services as a volunteer aide. In the 1755 battle in which Braddock was killed, George came into his own as a soldier. With bullet holes in his clothing, he rallied the Virginians and protected the retreat of the army. Shortly afterward he was appointed—at age 23—commander of all Virginia's soldiers. ★ Three years later, Washington again resigned his military commission and "retired" to Mt. Vernon, where he spent the next thirteen years as a planter and country gentleman. He became a vestryman in the local Episcopal Church, and in 1759 he married Martha Dandridge Custis, a wealthy widow with two children whom George, himself childless, loved and treated as his own. ★ The rising tumult in colonial affairs interrupted his contented life. In 1774, George was elected delegate to the First Continental Congress. A year later the Second Continental Congress unanimously elected him commander of the colonial army, and his service to the Nation began. ★ During the long and difficult war for independence, the strength of Washington's character became the strength of the army and thus the strength of the fledgling Nation. He had the ability to inspire men at arms and share his strong personal courage with those around him. Against heavy odds, he never gave up, and despite a lack of support from Congress—even outright opposition—he continually put the welfare of his troops ahead of his personal comfort and reputation. When he finally said goodbye to his officers and again resigned his military commission, it was with the gratitude and affection of the entire new Nation. ★ Back at Mt. Vernon, Washington resumed the life of a farmer, and directed as much dedication to improving his estate as he had to winning the war. ★ When the Country's first effort at government under the Articles of Confederation seemed about to fail, a Constitutional Convention was called. Although he would have preferred to stay at Mt. Vernon, Washington accepted his appointment as a delegate and on his arrival was unanimously elected president of the assembly. The strength of George's character steadied and guided the proceedings, and the Constitution was born. ★ When, under the new government, a President was selected, *every* elector voted for Washington. As President, his good judgment and cautious, methodical nature led him safely through many precedent-setting decisions and laid the groundwork for the Presidency. In 1793, Washington was elected—again by unanimous vote of the electors—to a second term. ★ Refusing to run again, Washington returned once more in 1797 to his beloved Mt. Vernon. On December 14, 1799—after a horseback ride in the cold and snow had made him ill—George Washington died quietly at home with Martha at his side. The entire Country mourned his passing, and Henry Lee spoke for all Americans when he said that Washington had been "first in war, first in peace, and first in the hearts of his countrymen."

BREAKING THE COLT (c. 1744)

George Washington was born and spent his earliest years on his father's estate located between Bridges Creek and Pope's Creek in what became known later as "Wakefield." When he was seven his family moved to Ferry Farm along the banks of the Rappahannock River opposite Fredericksburg. It was here in Virginia that George, a wholesome, vigorous farm boy, active in the life around him, acquired that love of country life that influenced his entire career. A born horseman, he soon became famous as an equestrian in a nation where horsemanship was part of everyday life.



RUNNING THE FERRY (c. 1746)

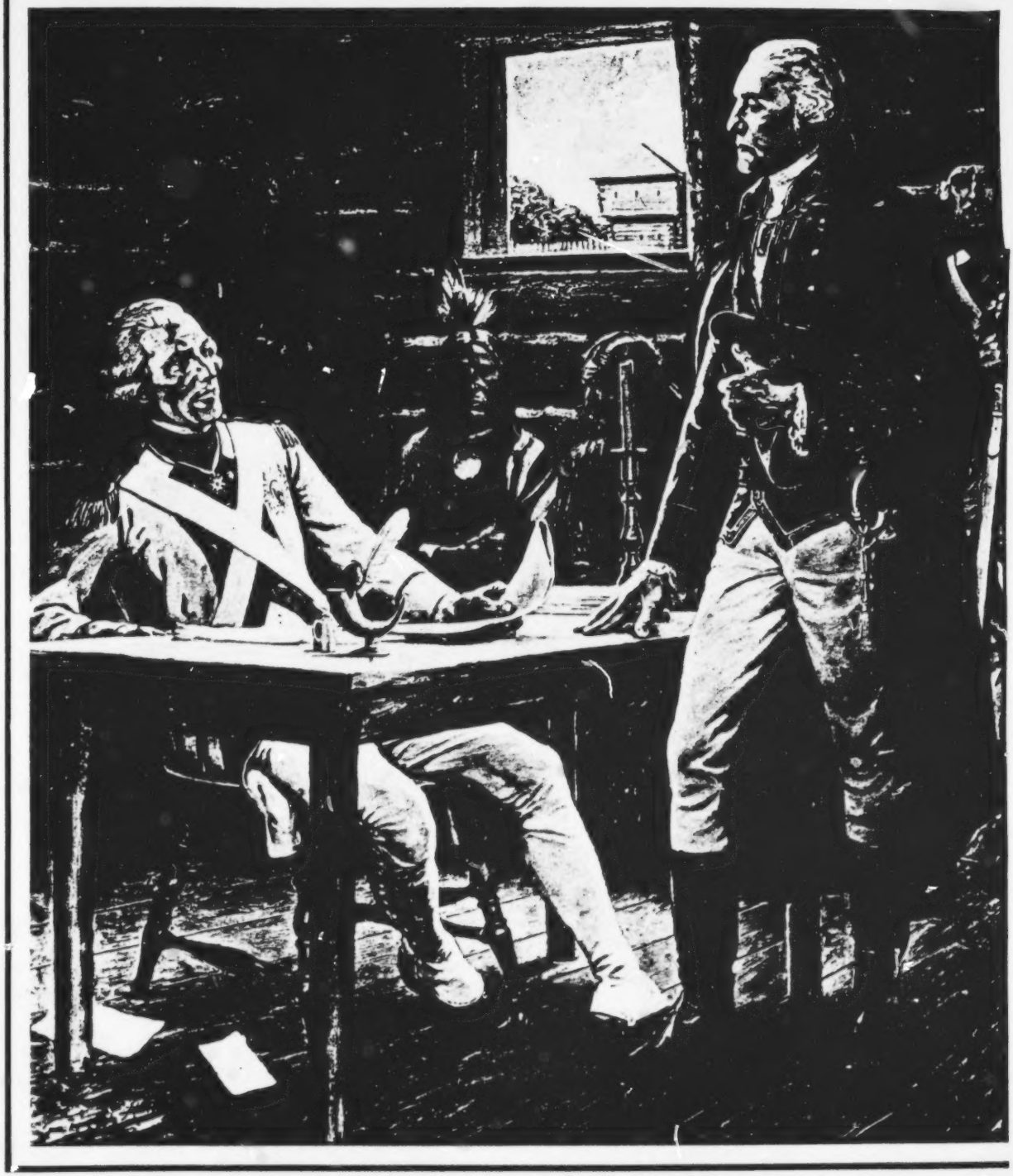
The untimely death of George's father broke up the Washington family properties. Lawrence inherited Mount Vernon; Austin (another half-brother) received the Mattox Creek Plantation; George obtained several thousand acres, including the Ferry Farm; and the other properties were divided among his mother and the younger children. George continued to live at Ferry Farm with his mother and younger brothers and sisters. To supplement the income of an inheritance that was mostly in land, George sometimes operated the ferry across the Rappahannock to Fredericksburg.

THE YOUNG SURVEYOR (1748)

In his early life Washington showed an aptitude and love for mathematics, invaluable to him when commissioned at the age of sixteen to survey the western lands of Lord Fairfax. Accompanied by George Fairfax and James Genn, the party spent much time surveying the vast Fairfax holdings. Camping where night overtook them, in trackless wilderness and rugged mountains, this strenuous life added to Washington's already sturdy physique and made him almost the equal of an Indian in woodcraft lore. In this work he found the adventure every boy seeks.

TO A MILDER CLIME (1751)

Washington's half-brother and guardian, Lawrence, advised by his doctor to spend the next winter in the milder climate of the Barbados Islands, took along as his companion, his beloved brother George. This journey of care and devotion was the first and only time that George Washington left the shores of his native land. Though the voyage to Barbados was enlightening and educational, George contracted smallpox, marking him for life. In 1752, Lawrence died bequeathing the Mount Vernon estate in such a way that it shortly became the property of George.



AT FORT LE BOEUF (1753)

The arrival of the French on the upper Ohio River caused Governor Dinwiddie early in November, 1753, to send Major Washington to determine the plans of the French. Accompanied by Christopher Gist and aided by Half King, noted Indian chief and an ally of the British on the Allegheny River, Washington traversed the dense forests and delivered his message of protest. Although Washington fulfilled his task successfully, refusal of French Commander St. Pierre to comply was a cause of the French and Indian War which followed shortly after Washington's return.

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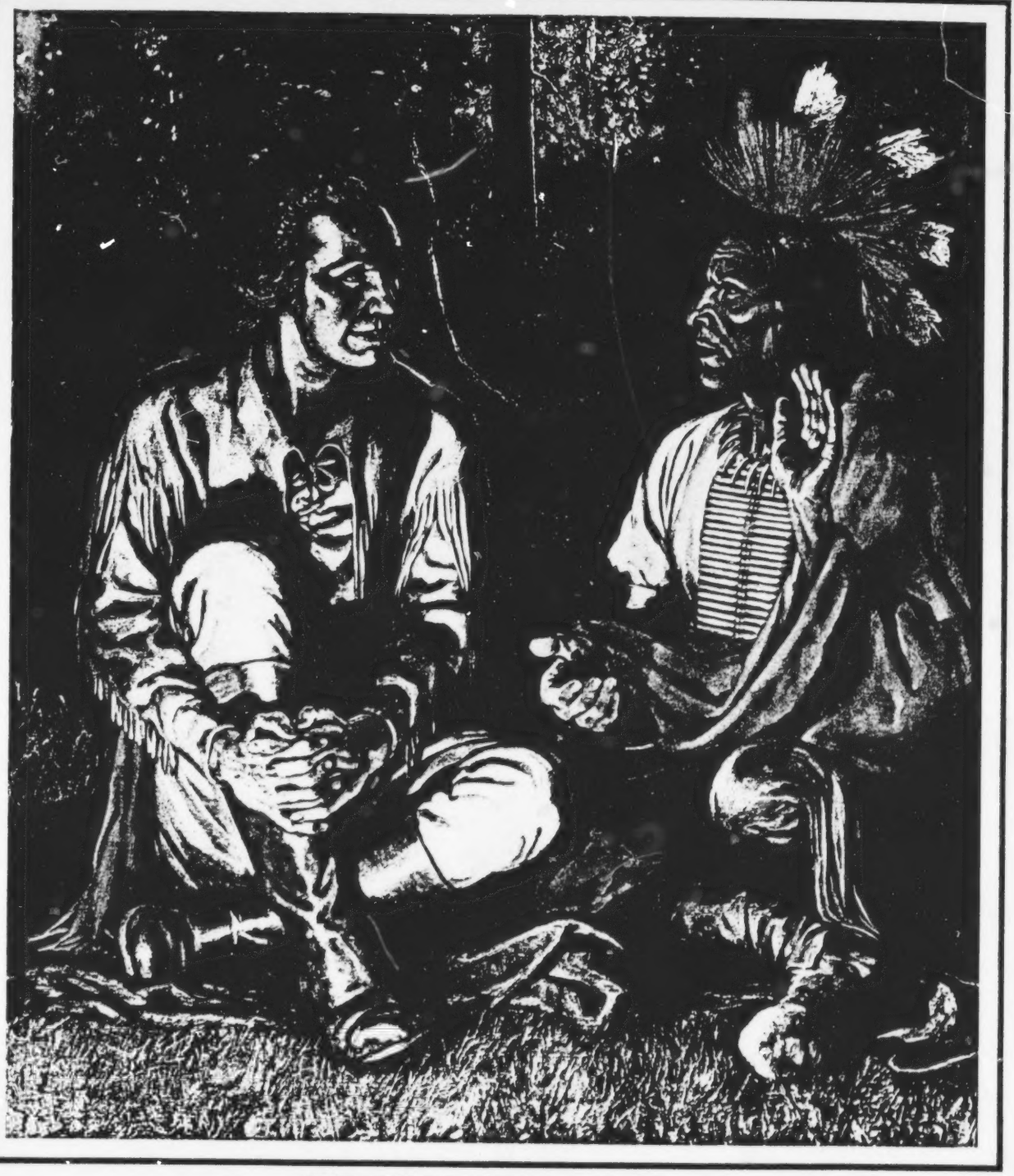
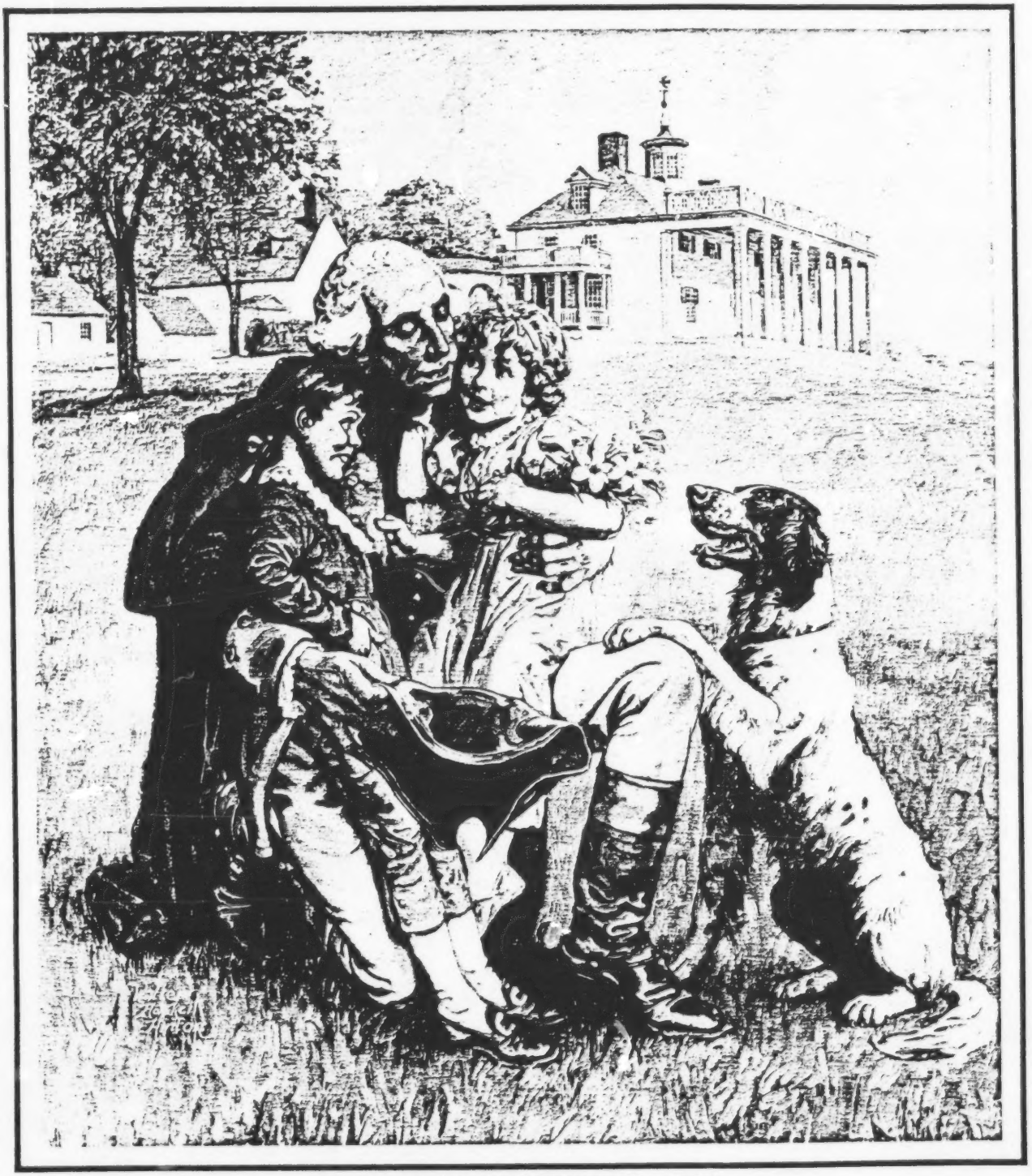


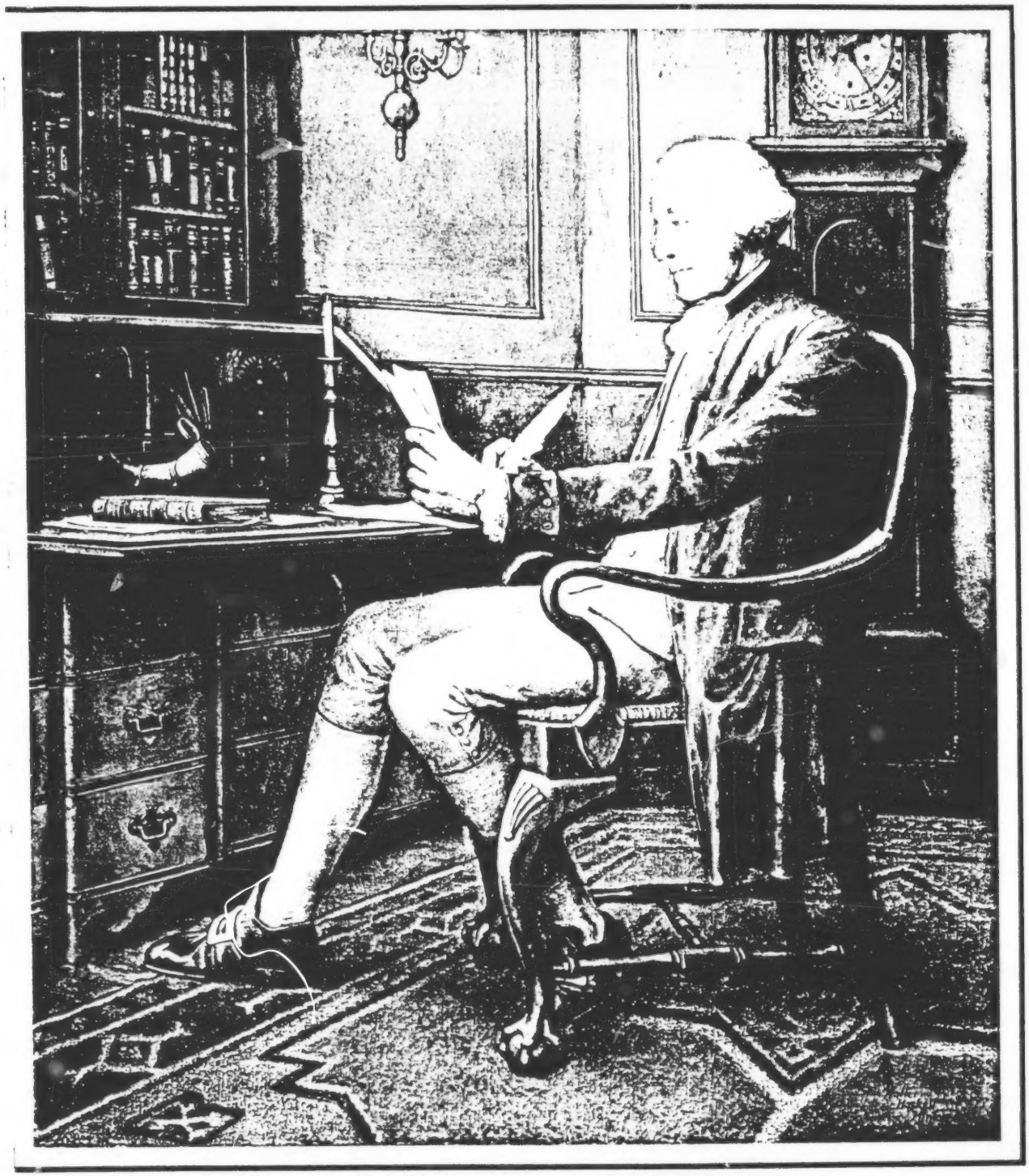
THE CHIEF'S PROPHECY (1755)

During the defeat of Braddock's army along the Monongahela, George, serving as aide to General Braddock, barely escaped with his life. Two horses were shot from under him and four bullets passed through his coat. On his return journey an old Indian chief from the French-Indian forces visited Washington and made this prophecy: *"Listen! The Great Spirit protects you and guides your destinies. You will become the Chief of Nations and a people yet unborn will hail you as the founder of a mighty empire."*



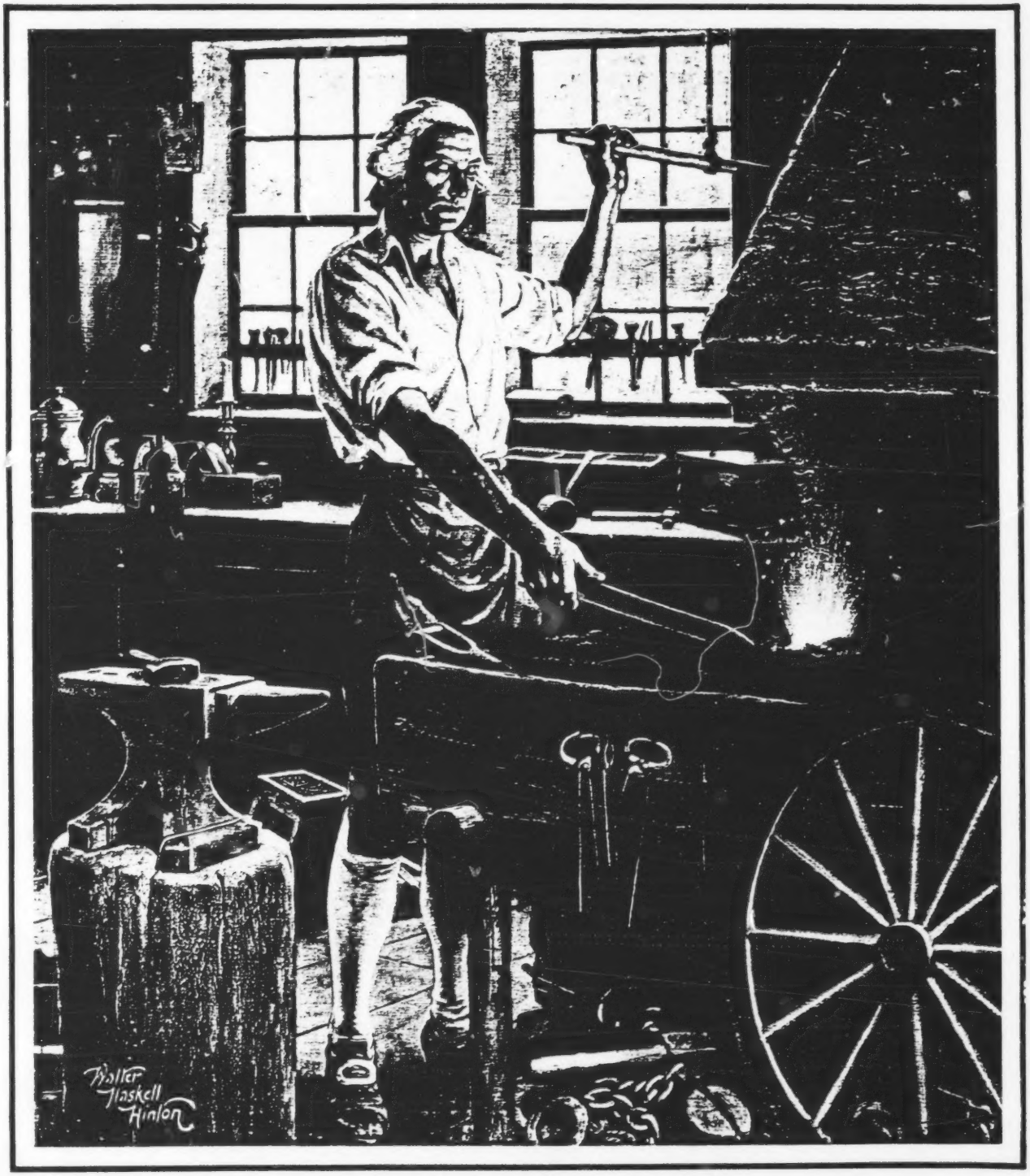
BACK AT MOUNT VERNON (c. 1759)

After a number of years of devoted, self-sacrificing and distinguished service during the French and Indian Wars, the future Commander-in-Chief of the American Armies, sick of war, resigned his commission to temporarily lay aside his sword and return to the peace and quiet of his beloved Mount Vernon. On January 6, 1759, Washington married the rich widow, Mrs. Martha Custis, and became guardian of her two children, Jack and Patsy. George Washington enjoyed greatly the companionship of his stepchildren.



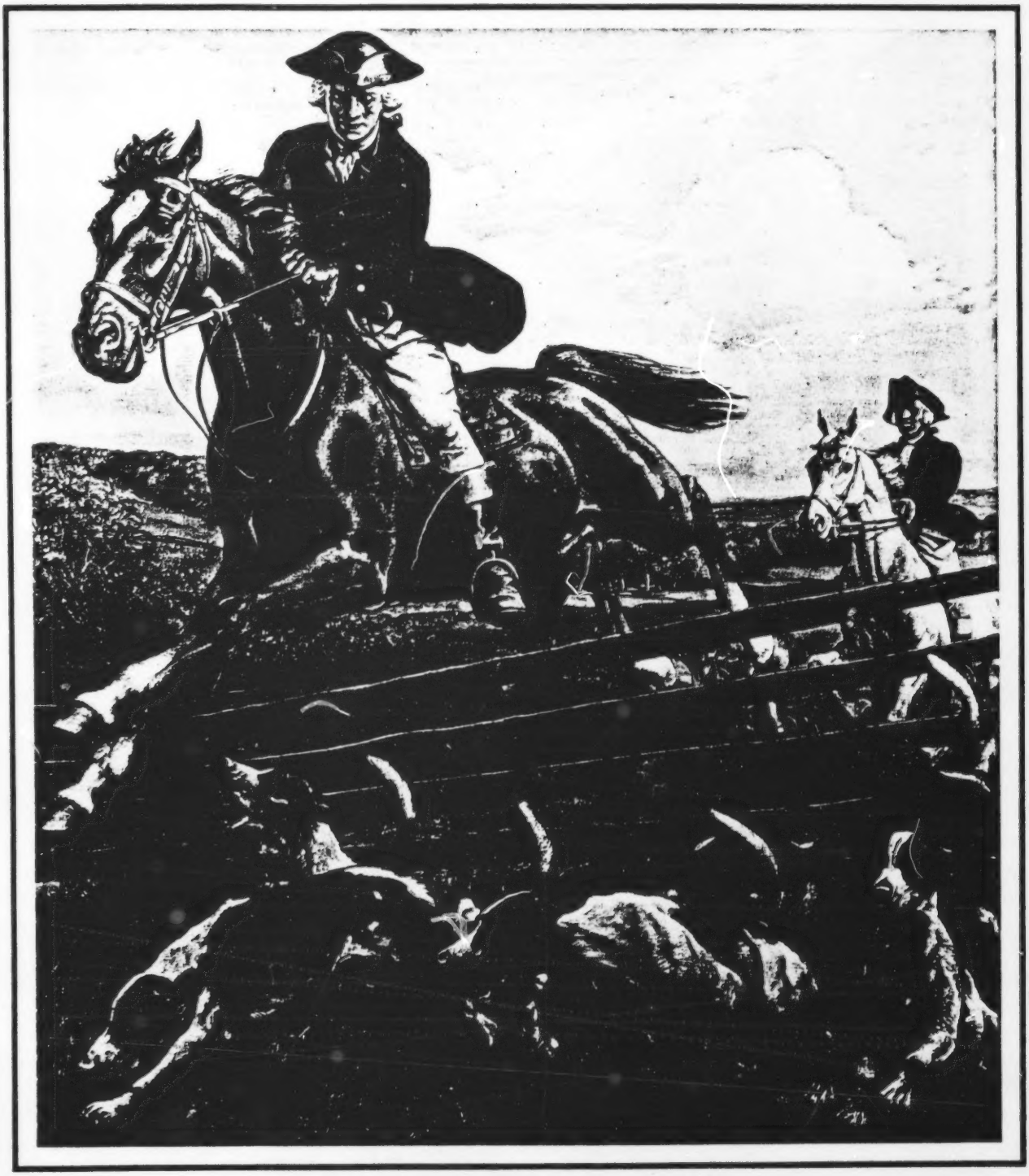
THE YOUNG LEGISLATOR (c. 1760)

Washington received early training in government at Williamsburg as a member of Virginia's House of Burgesses. He entered the House in 1759 at the age of 27, and large majorities returned him to it at each succeeding election until the Revolution. Though he seldom spoke on the floor, he was known for sound judgment, quick perception, and undeviating sincerity. It was here that he first cast his lot with other patriotic opponents of the British Parliament's oppressive colonial measures and his legislative colleagues chose him as one of their representatives to the Continental Congress.



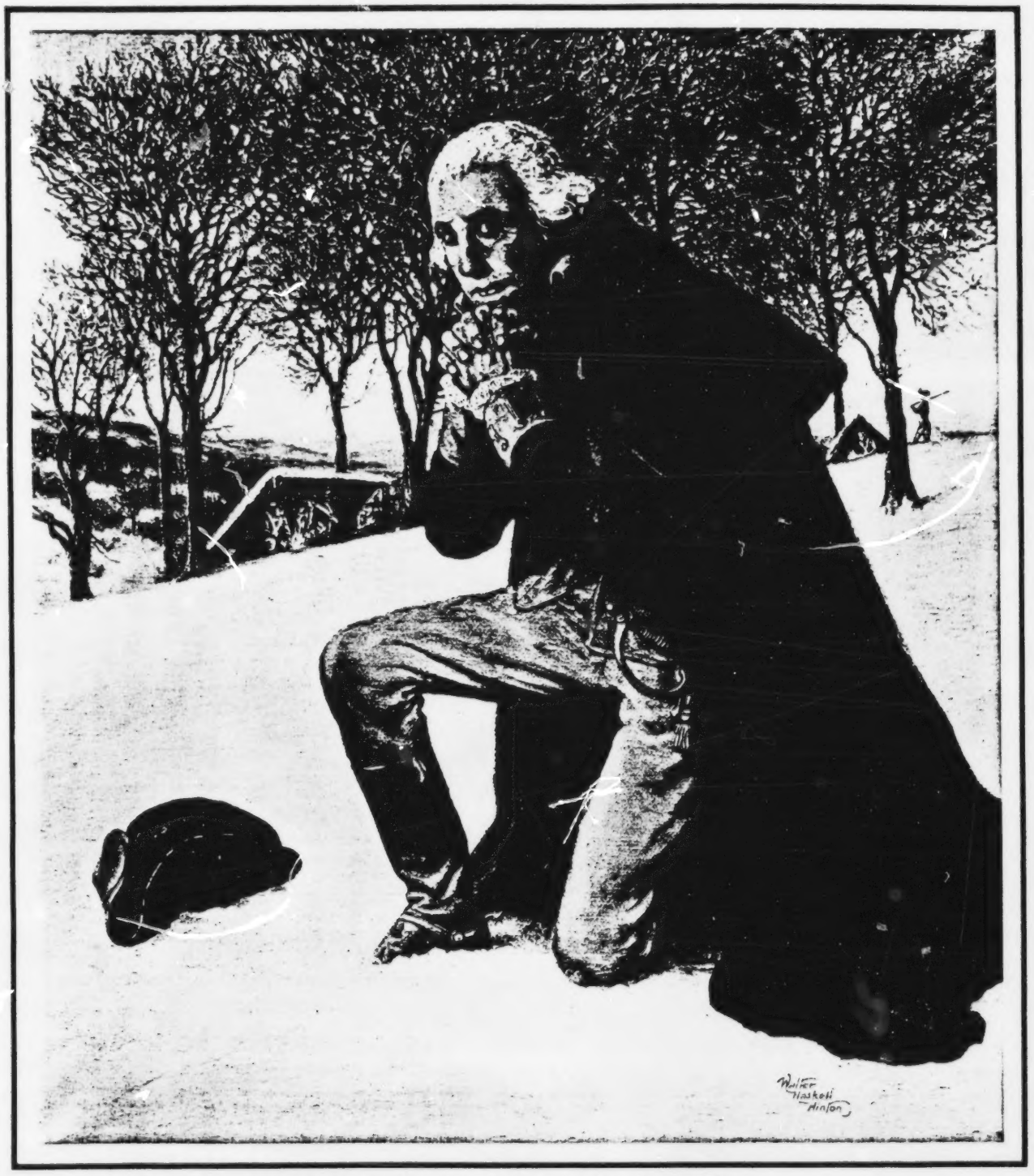
THE COLONIAL BLACKSMITH (c. 1764)

The pleasant life at Mount Vernon was not without its annoyances. Practically all supplies needed—farm implements, tools of all sorts, hardware, textiles—had to be purchased from Liverpool and London. In an emergency or when he wished to develop one of his numerous inventions, Washington was perfectly capable of carrying his work to a successful conclusion. To quote from his diary: *"Spent the greater part of a day making a plough of my own invention. Set my plough to work and found she answered very well."*



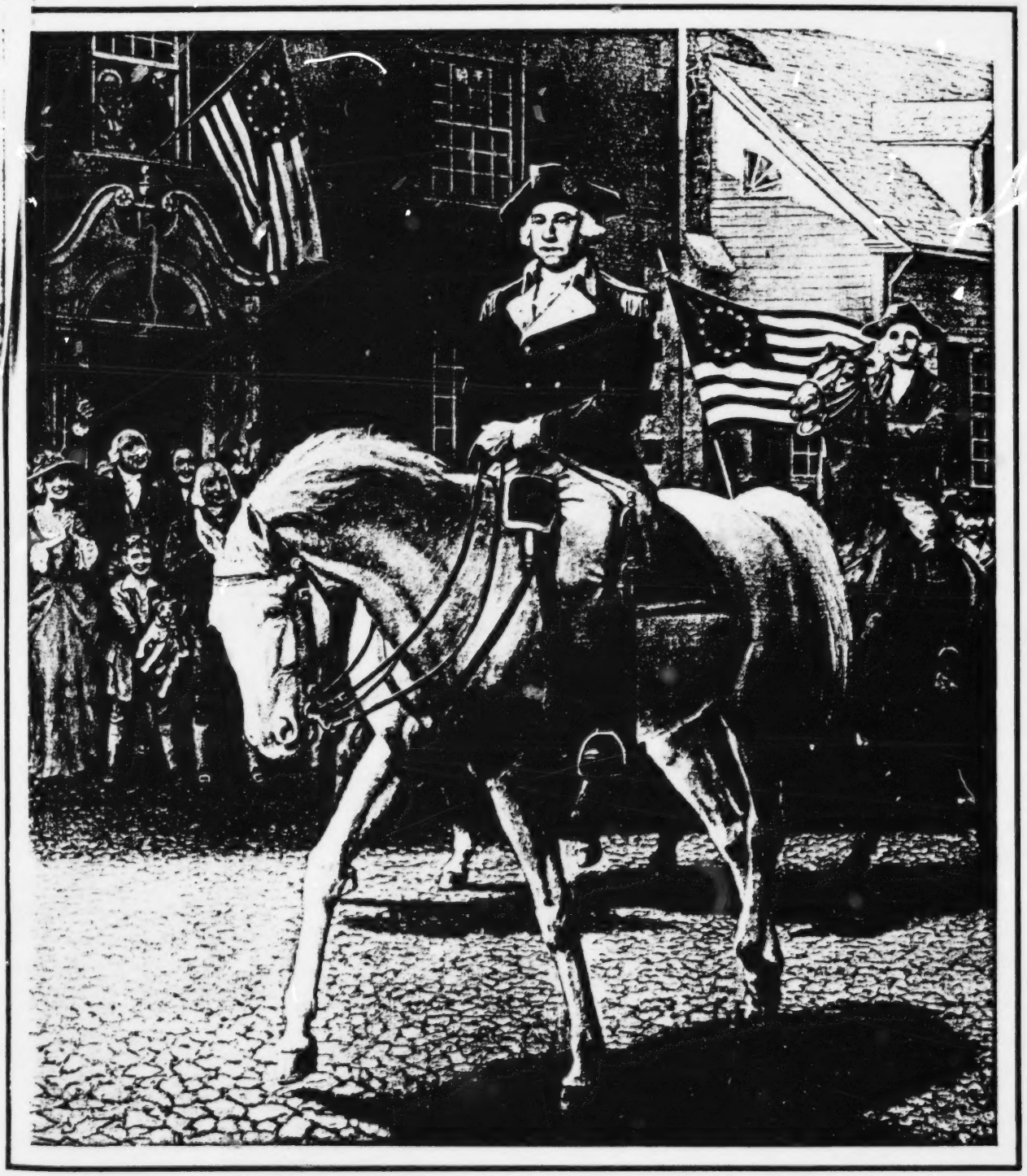
FOLLOWING THE HOUNDS (c. 1770)

At least three times a week the gentlemen farmers around Mount Vernon went fox hunting. Adept at all forms of sport, Washington was an enthusiastic member of this group. Fox hunting and fishing were his favorite sports, and the horsemanship attendant upon following the hounds appealed to him more than the actual running down of the fox. A superb horseman, he was generally first to capture the coveted "brush." Washington continued to pursue the life of a gentleman-farmer until the patriotic fervor of the Revolution beckoned him.



PRAYER AT VALLEY FORGE (1777-78)

The winter of 1777-78 was a time of despair for the Revolutionary soldiers encamped at Valley Forge in Pennsylvania. The Commander-in-Chief feared constantly that his army would starve, dissolve, or disperse. He wrote Congress of men without clothes, without blankets, without shoes, often without provisions—of marching through frost and snow and taking up winter quarters within a day's march of the enemy without a house or hut to cover them till they could be built. It is said that Washington prayed frequently that both the struggling army and the infant Nation would survive the winter.



ON PARADE (1783)

Though a preliminary treaty of peace was signed in Paris in November of 1782 and the shooting had formally ceased in April, it was not until November 23, 1783—after seven long years of British occupation—that the colonial colors replaced the Union Jack over New York City. As the artillery roared thirteen rounds and the seamen laid on their oars, General Washington and a contingent of weather-beaten heroes made a triumphal entry into the city. Crowds along the way cheered, shouted, and wept for joy as they glimpsed their General and first National Hero.

AT THE LANDING (1789)

After having been unanimously elected first President of the United States in 1789, Washington traveled to New York for his inauguration. He was met by a tremendous and joyful crowd of citizens when his barge landed at the foot of Wall Street. When an officer stepped up and announced that he commanded the guard assigned to protect him, Washington replied: "As to the present arrangement, I shall proceed as directed; but after this is over I hope you will give yourselves no further trouble as the affection of my fellow citizens is all the guard I want."

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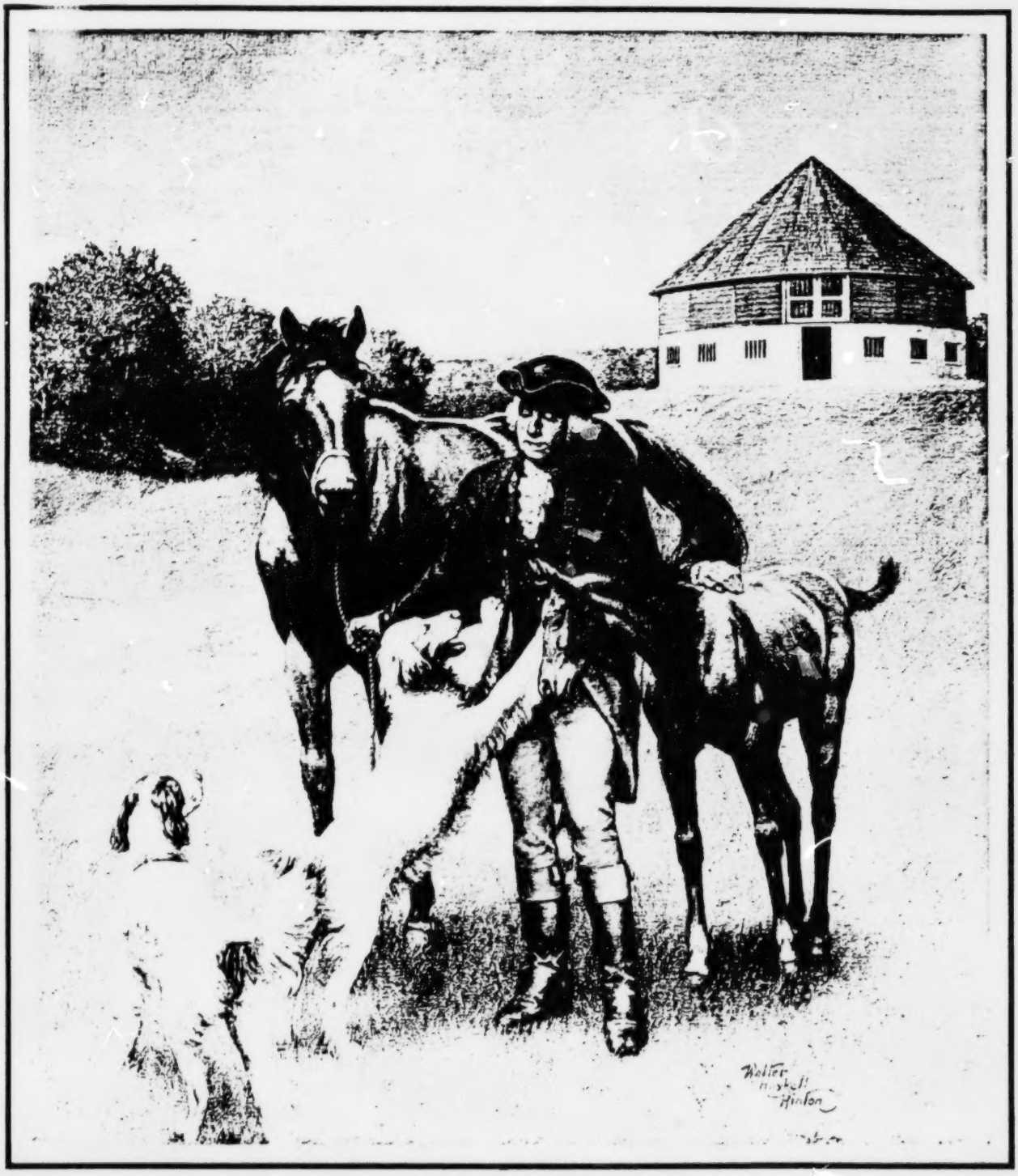
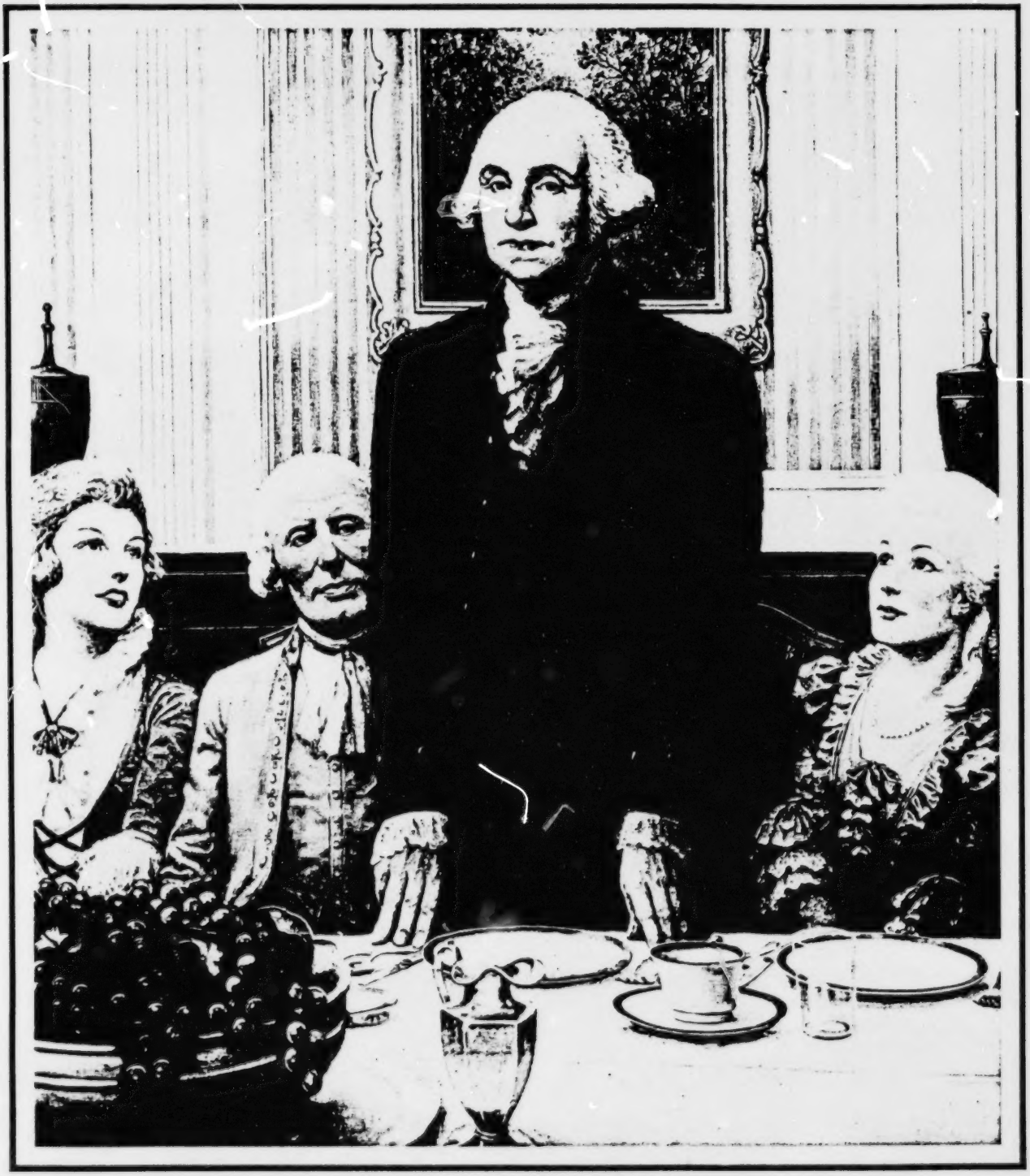


THE ROUND BARN (c. 1793)

One of Washington's lesser known talents was his skill as a mason and architect. He designed a number of churches and many of the buildings on his properties were constructed to his specifications. Among Washington's designs was his Dogue Run Farm barn, the lower portion of which was round, and the upper, sixteen-sided. Designed as a labor-saving device, it was planned so that all stalls opened to the center of the barn and livestock could be fed and tended with a minimum of steps. This unusual building survived until after the Civil War.



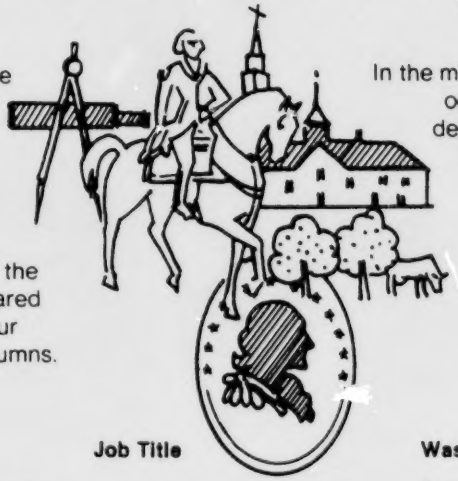
THE FAREWELL DINNER (1797)

Although he was devoted to the simple, quiet life on his estate at Mount Vernon and avoided publicity whenever he could, George Washington attended many formal social events as chief of state. A President must often serve as his government's official representative, and it is important for him to be both a gracious host and a charming guest. This scene depicts a dinner gathering as Washington took his leave of President-elect Adams, foreign ambassadors, department heads and guests for a farewell to public life before retiring to the "more tranquil theatre" on the Potomac.

Activity One

Washington

A MAN OF EXPERIENCE



Nearly everyone knows that George Washington was a President and a soldier (as well as a chopper of cherry trees). But you would probably be amazed to learn how many other occupations our first President worked at during his life. This activity will help you discover the variety of experiences which prepared Washington to be the "Father of Our Country." Below, you see three columns. In the middle one are the names of some jobs or occupations. On the left are definitions or descriptions of these jobs. On the right are details of some of Washington's experiences. Match each job title with its definition by putting a *letter* in each left-hand outline of Washington's head. Then match each job title with an experience of Washington's by putting a *number* in each head to the right.

Definition		Job Title		Washington's Experience
a. one who measures and describes in detail an area of land	f	county magistrate	2	**1.** In the autumn of 1753, Washington volunteered to take a letter of protest from the British governor of Virginia to Ft. Le Boeuf, a French outpost near Lake Erie. The French had been interfering with British citizens and possessions in the Ohio Valley. Indians shot at him along the way. He fell into the Allegheny River and almost froze to death in his wet clothes. But he completed his mission successfully.
b. one who designs buildings	d	general	3	**2.** From 1760 to 1774, Washington was a Justice of the Peace in Fairfax County, Virginia.
c. one who participates in making laws	b	architect	4	**3.** On June 15, 1775, Washington was chosen commander-in-chief of all the military forces of the colonies. He became, of course, the greatest military leader of the Revolutionary War.
d. one who commands troops in battle	h	courier	1	**4.** In 1760, and again in 1784, Washington planned and helped build several additions and changes to his home at Mt. Vernon.
e. one who raises crops or livestock	a	surveyor	5	**5.** In 1748 Lord Fairfax sent a group of men to the Shenandoah Valley to find the exact boundaries of his land. Washington, then 16 years old, went along as an assistant.
f. a local government official who hears minor criminal cases	g	vestryman	6	**6.** Washington attended church whenever he could. At Mt. Vernon, he was an active member of the local Protestant Episcopal church for 37 years, and a member of its governing board.
g. an official of a church, who helps supervise local church activities	e	farmer	8	**7.** In 1758 Washington was elected to the Virginia House of Burgesses. In 1774 and 1775 he served in the First and Second Continental Congresses.
h. one who carries messages, especially for the government	c	legislator	7	**8.** At Mt. Vernon, Washington grew tobacco, wheat, peaches, and apples. He raised cattle, horses, and even a buffalo.

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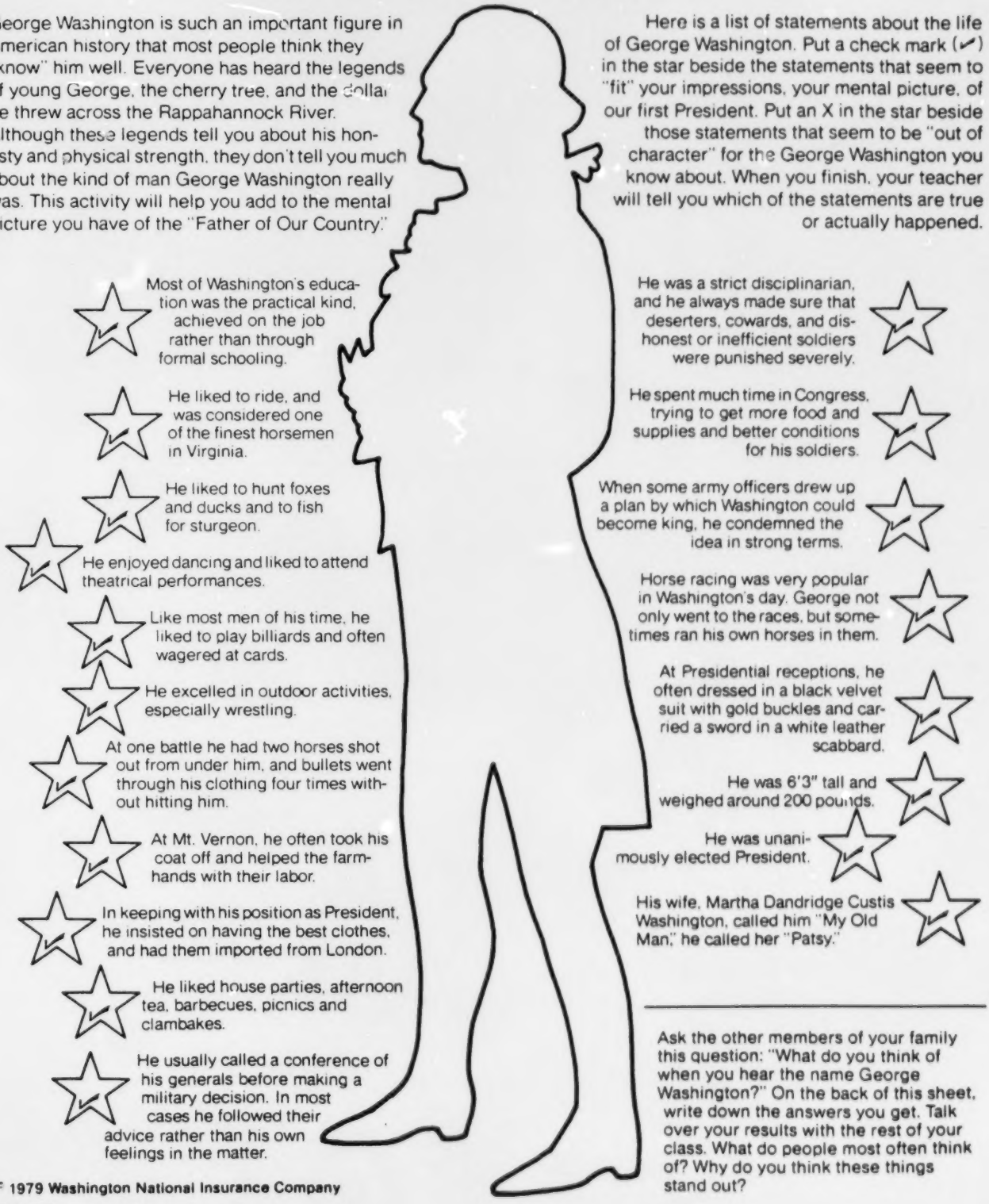
Activity Two

Washington

A MAN OF MANY TALENTS

George Washington is such an important figure in American history that most people think they "know" him well. Everyone has heard the legends of young George, the cherry tree, and the dollar he threw across the Rappahannock River. Although these legends tell you about his honesty and physical strength, they don't tell you much about the kind of man George Washington really was. This activity will help you add to the mental picture you have of the "Father of Our Country."

Here is a list of statements about the life of George Washington. Put a check mark (✓) in the star beside the statements that seem to "fit" your impressions, your mental picture, of our first President. Put an X in the star beside those statements that seem to be "out of character" for the George Washington you know about. When you finish, your teacher will tell you which of the statements are true or actually happened.



- Most of Washington's education was the practical kind, achieved on the job rather than through formal schooling.
- He liked to ride, and was considered one of the finest horsemen in Virginia.
- He liked to hunt foxes and ducks and to fish for sturgeon.
- He enjoyed dancing and liked to attend theatrical performances.
- Like most men of his time, he liked to play billiards and often wagered at cards.
- He excelled in outdoor activities, especially wrestling.
- At one battle he had two horses shot out from under him, and bullets went through his clothing four times without hitting him.
- At Mt. Vernon, he often took his coat off and helped the farmhands with their labor.
- In keeping with his position as President, he insisted on having the best clothes, and had them imported from London.
- He liked house parties, afternoon tea, barbecues, picnics and clambakes.
- He usually called a conference of his generals before making a military decision. In most cases he followed their advice rather than his own feelings in the matter.
- He was a strict disciplinarian, and he always made sure that deserters, cowards, and dishonest or inefficient soldiers were punished severely.
- He spent much time in Congress, trying to get more food and supplies and better conditions for his soldiers.
- When some army officers drew up a plan by which Washington could become king, he condemned the idea in strong terms.
- Horse racing was very popular in Washington's day. George not only went to the races, but sometimes ran his own horses in them.
- At Presidential receptions, he often dressed in a black velvet suit with gold buckles and carried a sword in a white leather scabbard.
- He was 6'3" tall and weighed around 200 pounds.
- He was unanimously elected President.
- His wife, Martha Dandridge Custis Washington, called him "My Old Man," he called her "Patsy."

Ask the other members of your family this question: "What do you think of when you hear the name George Washington?" On the back of this sheet, write down the answers you get. Talk over your results with the rest of your class. What do people most often think of? Why do you think these things stand out?

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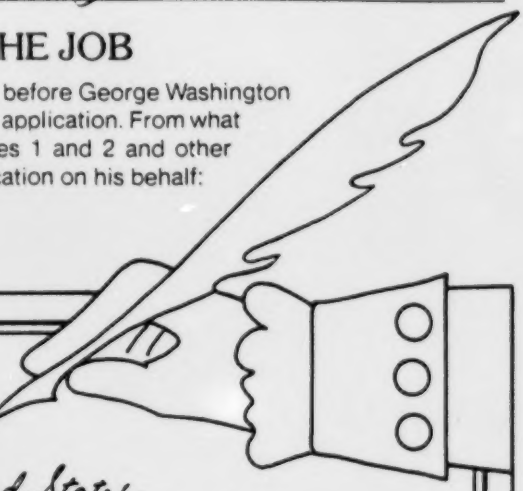
Activity Three

George Washington

THE RIGHT MAN FOR THE JOB

Let's go back in time and pretend for a few minutes that before George Washington could be our first President he had to fill out a job application. From what you found out about Washington from Activities 1 and 2 and other facts you know about him, fill out this job application on his behalf:



Name of applicant: George Washington

Position applied for: President of the United States

What job experience have you had which qualifies you for this position?

_____

_____

How will this experience help you do a good job as President?

_____

_____

_____

_____

What other talents, abilities, and characteristics do you have which will help you be a good President?

_____

_____

_____

Put any additional information you think is important on the reverse side of this sheet.

Although you are not yet old enough to vote, someone in your family probably is. Show this sheet to the voters in your family, and ask them this question: "What personal qualities and experiences do you think it is important for a President to have?" On the back of this sheet, write down what they say. Talk over your results with the rest of your class. If George Washington were running for President today, what would American voters like about him?

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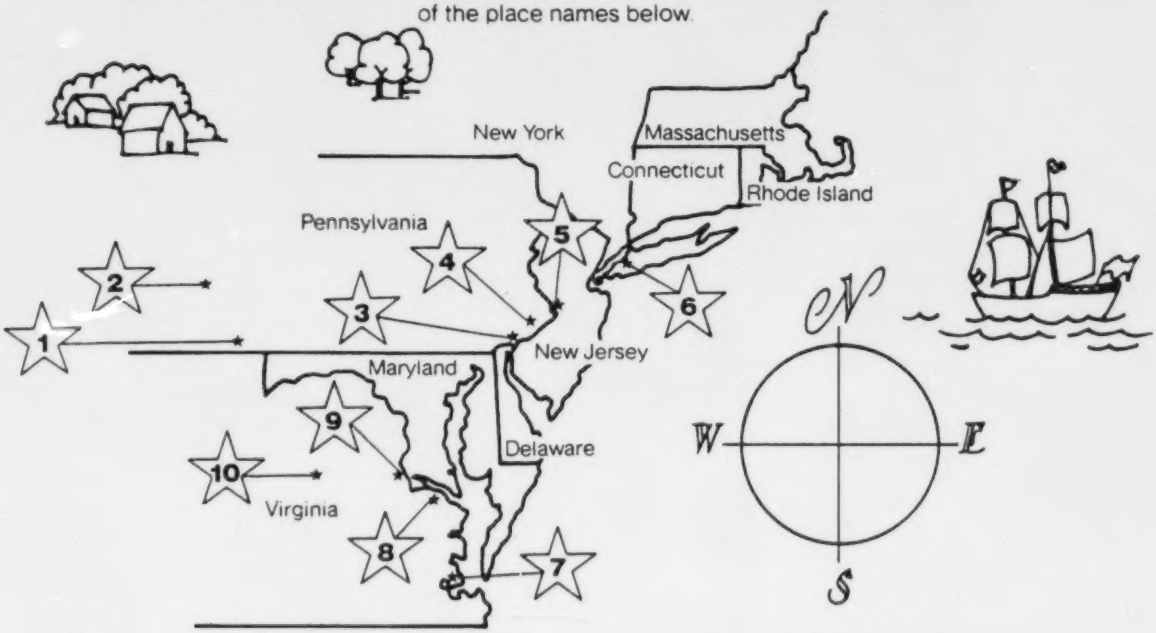
Activity Four

Washington's America

Washington's America was much smaller than ours. The major events of his life and of the Revolutionary War covered a relatively small area along our Atlantic coast, as shown on this map. Notice that many spots on the map are identified not with names but with numbers. The numbers correspond to the place names in the column below. See if you can put the correct number in the blank beside each place name. If you need help look in an atlas (a book of maps). On the right are some important events in George Washington's life. Try to match the event with its proper place by drawing a line from each event to one of the place names below.



9 Mt. Vernon	Washington was born here on February 22, 1732.
2 Ft. Duquesne	Washington and his troops crossed the Delaware River on Christmas Eve and defeated the surprised Hessians.
1 Ft. Necessity	Washington fought bravely with General Braddock in an unsuccessful attempt to take this fort.
5 Trenton, New Jersey	Washington once said of this place "No estate in United America is more pleasantly situated than this."
4 Valley Forge	Washington was inaugurated as the first President of the United States in this city.
7 Yorktown, Virginia	During the winter of 1776-1777, Washington lost 3,000 out of 10,000 men to disease, cold, and starvation in this place.
6 New York City	Washington built this fort in a poor location, and was defeated by the French in 1754.
3 Philadelphia, Pennsylvania	Washington was a member of a survey party sent here by Lord Fairfax to survey his land.
10 Shenandoah Valley	Cornwallis surrendered to Washington here after the last important battle of the Revolutionary War.
8 Westmoreland County, Virginia	Washington was unanimously chosen President of the constitutional convention, held in this city in 1787

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Activity Five

George Washington

A QUIZ FOR AMERICANS/PART ONE

Activities 1-4 have probably added to what you know about George Washington. This activity will help you recall some of what you've learned and share what you know with the other members of your family. After all, Washington is a very important person to Americans. *All* Americans should know about his role in building our Country—parents, grandparents, brothers, and sisters, as well as students in school like you. Part 1 of the quiz covers material you have already seen as you completed Activities 1-4. Your teacher will give you specific instructions about taking the quiz now, and also about taking it home and sharing it with your family.

Matching: In the blanks to the left write the letter of the correct answer.

e	1. Lord Fairfax	**a.** He surrendered to Washington at Yorktown.
d	2. Patsy	**b.** Washington was sent here with an important message.
a	3. Cornwallis	**c.** The kind of church Washington attended.
b	4. Ft. Le Boeuf	**d.** Washington's nickname for his wife.
c	5. Episcopal	**e.** He sent Washington on a survey trip.

True/False: Write **True** or **False** in the blank to the left of each statement..

False 6. Washington was born in Williamsburg, Virginia.

True 7. As a young man, Washington was a good wrestler.

False 8. Washington won a great victory at Ft. Duquesne.

True 9. Washington showed bravery in battle.

False 10. Washington like to spend his time indoors.

False 11. Washington had a college education.

True 12. Washington enjoyed hunting and fishing.

False 13. Washington was easy on his soldiers and never punished them.

True 14. Washington liked being with people and enjoyed life.

True 15. Washington believed that America should not have a king.

Fill-in: Write the correct word(s) in each blank.

16. Washington worked as a/an *surveyor* for Lord Fairfax.

17. Washington's home was called *Mt. Vernon*

18. Washington was inaugurated as our first President in *New York City*

19. Washington learned about government as a member of the Virginia *House* *of* *Burgesses*

20. The date of Washington's birth was *February 22, 1732*

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Activity Six

George Washington

A QUIZ FOR AMERICANS/PART TWO

Now try some harder questions. These cover facts and incidents not mentioned in Activities 1-4. Your teacher will give you some suggestions about where you might look for the answers. And don't forget to take them home and discuss them with your family. Talk with your parents about Washington's character and about whether these traits are still important today.

21. Washington made only one trip beyond the current borders of the United States. Where did he go?
To Barbados, with his half-brother Lawrence.

22. What was the full name of his wife?
Martha Dandridge Custis Washington.

23. Who began the story of George Washington and the cherry tree?
Mason Weems in an early biography.

24. What was Washington's salary as commander-in-chief?
He asked for and received no salary, but he was paid 24,700 pounds for expenses.

25. What was Washington's attitude toward slavery?
Although slavery was a fact of life in 18th-century Virginia, Washington disapproved of it, saying, "I am principled against this kind of traffic in the human species." In his will, he gave his own slaves their freedom.

26. Where did Washington say good-bye to his officers in 1783?
At Fraunces' Tavern in New York City.

27. Whom did Washington select as his first cabinet officers?
Secretary of State: *Thomas Jefferson*
Secretary of War: *Henry Knox*
Secretary of Treasury: *Alexander Hamilton*
Attorney General: *Edmund Randolph*

28. What caused Washington's death?
He went out riding on a cold, snowy day, and came down with acute laryngitis the next evening. Two days later—December 14, 1799—he died.

29. What were his last words?
"I die hard, but I am not afraid to go . . . I thank you for your attentions; but I pray you to take no more trouble about me. Let me go quietly. I cannot last long."

30. Who first said that Washington was "first in war, first in peace, and first in the hearts of his countrymen"?
Henry Lee; repeated in the House of Representatives by John Marshall.

31. What part did Ferry Farm play in his life?
He spent most of his childhood there, near Fredericksburg, Virginia.

32. What painter was responsible for the most famous portraits of Washington?
Gilbert Stuart.

33. What was the purpose of the Newburgh Conspiracy?
To use the Army to take over the government and install Washington as king. He was instrumental in disarming the movement.

34. What was Washington's formal education like?
He was able to attend school only irregularly from age 7-15. He did well in mathematics, and studied some geography, Latin and the English classics.

35. Who took care of George after his father died?
His half-brother Lawrence.

36. What was the name of the man who sent Washington to Ft. Le Boeuf with a message for the French?
Lieut. Gov. Robert Dinwiddie.

37. Who were Jacky and Patsy Custis?
Martha Washington's children by an earlier marriage.

38. What help did Washington get from the French at the battle of Yorktown?
They blockaded the harbor, preventing the British from leaving by sea.

39. What was the connection between Washington and the U.S. Military Academy?
Washington had strongly recommended the establishment of a military academy. In 1802, three years after his death, it was founded at West Point.

40. What became of Mt. Vernon?
In 1853 the Mount Vernon Ladies' Association purchased the mansion and restored it. It remains open to the public today under their supervision.

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